

# A Case Study of Cultural Adjustment and Social Acceptance of Foreign-Born Filipino Teenagers

Ram Chryztler P. Acero, Marc Enzo P. Caño

Laguna State Polytechnic University – Siniloan Campus, Philippines

DOI: <https://doi.org/10.47772/IJRISS.2026.100400620>

Received: 23 April 2026; Accepted: 28 April 2026; Published: 20 May 2026

## ABSTRACT

Ten (10) Filipino youths who were born abroad and lived in the 4th district of Laguna, Philippines comprised the study's respondents. Data and relevant details regarding the social acceptance and cultural adjustments of Filipino youths born abroad are gathered through interviews and checklists. Using the proper statistical techniques, including frequency, percentage, rank, mean, verbal interpretation, and spearman correlation formula, data were gathered, tabulated, analyzed, and interpreted.

The outcome was interpreted as usual while remaining in the community of teenagers who were born abroad. The amount of certainty of Filipino culture's effect on the outcome's language was occasionally interpreted. The majority of respondents rated the language items as usually, always, often, sometimes, rarely and never. The outcome was interpreted as frequently in terms of beliefs. The respondents generally the items on beliefs as always, often, sometimes and rarely. The outcome was understood as frequently in terms of values. In general, the respondents rated the values items as always, frequently, occasionally, and infrequently. The outcome was interpreted as usual due to the unique culture of the Filipino people.

Cultural adjustments and social acceptance have no significant relationship with any of the other variables. Recommendations: (i) government offer programs to foreign-born Filipino teenagers to improve their communication skills in the local language and to promote Filipino culture; (ii) the school should work with the parents of these teenagers to monitor and provide feedback; and (iii) additional research utilizing a different variable should be considered.

**Keywords:** Foreign-born Filipino teenagers, Cultural Adjustment and Social Acceptance

## INTRODUCTION

Teenagers from other countries face significant difficulties with language proficiency, particularly with regard to vocabulary, grammar, pronunciation, and sentence construction, all of which negatively impact their academic achievement. Language barriers can make it harder to integrate academically and socially since they cause social isolation, anxiety, and reluctance to participate in class discussions. International teenagers can benefit from specialized assistance programs to enhance their language proficiency and facilitate cultural adjustment (Nungay et al., 2025).

People maintain to preserve and honor our heritage and assist people in need during emergencies similar to those that have lately occurred in our nation. In other words, they continue to cherish their Filipino nationality by pledging allegiance to the Philippine flag. The Filipino people have the authority to decide what they require for their education, way of life, attire, and the well-being of their families.

This study was conceptualized based on the above-described understanding. This study details the cultural behavior of Filipino youths who were born abroad, particularly with regard to social acceptance and cultural adjustment, as well as the challenges they had while living in the Philippines.

## Statement of the Problem/Research Questions

This study aims to ascertain the social acceptance and cultural adjustment of foreign-born Filipino youths who were born abroad. In particular, the research will address the following aforementioned questions: the profile of

the foreign-born Filipino teenagers in terms of age, sex, nationality, monthly family income and numbers of travels abroad; the reasons of the foreign-born Filipino teenagers in staying in the Philippines; the extent of influence of the Filipino culture to the respondents in terms of language, beliefs and values; the distinctive culture of the Filipinos and foreign countries where the respondents reside in terms of cultural adjustments and social acceptance; significant relationship between the respondent's profile and their cultural influences and significant relationship between the cultural adjustments of foreign born Filipino teenagers and their social acceptance.

## Literature Review

Teenagers who were born abroad were not welcomed by their peers, and as their educational attainment grew, the teenagers who were refugees had lower social acceptance standards and higher social rejection scores grew. Teenagers who were refugees were found to be primarily embraced by primary school students, next secondary school students, and finally high school students (Aktan, 2022).

Foreign-born people had more strengths in the personal, spiritual, and health domains but more difficulties in the social, political, and economic domains. The strengths, challenges, areas of support, and COVID-19 impact of people who were born abroad are also represented by three broad themes that emerged from a thematic analysis: (a) adjusting as a foreign-born person in other foreign countries; (b) immigration status and procedures; and (c) working as a foreign-born in education (Interiano-Shiverdecker et al., 2022).

Teenagers primarily from vulnerable groups have either medium or low sociometric status. However, due to the fact they inhabited a variety of sociometric positions, the hypothesis that adolescents from vulnerable groups would largely fall into rejected or neglected sociometric categories was not validated. To promote social acceptance and enhance academic performance, it is crucial to comprehend the group with average sociometric position. Interventions and programs designed specifically for this population could improve their social skills and school integration. need to encourage cooperation between educators, parents, and schools, to advance social acceptance, and increase educators' understanding of the value of neighborhood social inclusion (Jelisavac, 2024).

According to Morrell, Ravlin, Ramsey, and Ward (2013), all aspects of cultural intelligence were favorably correlated with past international experience. Foreign-born teenagers' good psychological adjustment was found to be predicted by cultural intelligence and psychological hardiness (Harrison & Brower, 2011).

A transcultural traveler must almost always create new social networks a group of people and their relationships—in order to adjust to a new culture (Robins, 2015).

Another crucial role of subcultures provides to act as a source of social adaptation; frequently, a subculture provides the means by which cultural dispersion takes place. Sometimes certain groups of people in society—typically the young, the educated, or those at the forefront of inventing new technologies—adopt new values and beliefs that are better suited to the new circumstances. As a result, this group creates a subculture in reaction to the new circumstances. A process of cultural dissemination eventually extended to the broader community (Vera, 2004).

Connectivity, cultural experience, and cross-cultural training were found to be positively connected with mainstream social cultural intelligence, which is the ability to be open to new experiences. Furthermore, a significant positive relationship between cross-cultural adjustment and cultural intelligence was found. These findings demonstrate the importance of cultural intelligence and predictors in understanding international students' successful cross-cultural adjustments (Hong et al., 2021).

Despite the increasing number of North Korean college students and the variety of issues they encounter in their academic lives, there are relatively few studies on their adjustment to South Korean college life. These factors, along with cultural adjustment, cause North Korean college students to lag behind South Korean students in academic performance. It is expected that these immigrants will encounter a variety of challenges while acclimating to their new society, and that these challenges will change depending on their circumstances (Jung, 2011).

People acquire new attitudes, behaviors, and emotional reactions by observing and imitating others in social settings, according to social learning theory (SLT). It emphasizes observational learning (sometimes called

modeling), which suggests that we can learn challenging activities by just seeing a model, even in the absence of direct experience or immediate rewards (McLeod, 2011).

A compromise between behaviorism, or classical learning theory, and cognitive theory is social learning theory (SLT). According to Rumjaun and Narod (2025), behaviorism highlights a particular perspective on learning, which is a change in external behavior brought about by the use of reinforcement and repetition to mold behavior connected to rote learning. Members of the sample are selected at random and purely by chance in basic random sampling. The sample's quality is altered since every member has an equal chance of getting selected. For extremely homogeneous groups, this type of sampling is most effective (Bhardwaj P., 2019). A non-probability sampling technique called purposeful sampling is frequently employed when probability samples are ineffective, expensive, or just not practical (Redondo, 2016).

An in-depth investigation on an individual, a group of individuals, or a unit with the goal of generalizing over multiple units known as a case study. Another way to define a case study involves a thorough, methodical examination of a particular person, group, community or another unit where the researcher investigates detailed information about a number of variables. Researchers describe how case studies examine complex events in their natural setting to better understand them (Heale and Twycross, 2018).

Purposive sampling has been around for a long time, and there are as many individuals who think it's simple to use as there are who think it's difficult. Purposive sampling improves the study's rigor and the dependability of the data and conclusions by better matching the sample to the study's goals and objectives. There are four aspects to this: the previously discussed principles of credibility, transferability, dependability, and confirmability. The presentation of unique case studies illustrates how purposeful sampling can be applied in various circumstances depending on study design (Campbell et al., 2020).

In the social sciences, purpose sampling is a helpful tool for making informed choices about research methodologies. Numerous sampling strategies are employed in social science research to investigate a wide range of topics. Determining the sampling strategy used to obtain the data requires choosing the most efficient sample collection technique. There will also be discussion of other processes. According to research articles, purposeful sampling can be used in a variety of ways depending on the study design. When choosing a sample method for each analysis, there are numerous factors to take into account. When doing a certain research project, the appropriate sample technique must be used (Thomas, 2022).

## **METHODOLOGY**

### **Research Design**

In order to provide a more comprehensive and wide-ranging understanding of an issue, mixed methods research integrates both quantitative and qualitative methodologies into a single study. When both comparative analysis and the construction of research components must be carried out thoroughly and in-depth, mixed techniques are used. The constraints of both quantitative and qualitative procedures can be solved by adopting mixed methods, which enables the researcher to gather rich information that would not be available with each method alone (Almeida, 2018).

The researcher was used the checklist questionnaires when it comes to the basic Filipino culture among the ten (10) respondents to participate the study.

### **Participants/Respondents**

This study was comprised of ten (10) foreign-born Filipino teenagers, the researcher selected respondents who knew foreign-born Filipino youths residing in Laguna's fourth district, the study used purposive sampling.

The foreign-born Filipino youths chosen for this study range in age from thirteen (13) to thirty (30) and have lived in the Philippines for at least six (6) months to one (1) year. Ten (10) parents were questioned about children's social lives and how they adapt to the universal norms of Filipino culture and values. The researcher gathered information in the Laguna towns of Pangil, Famy, Siniloan, Pakil, and Mabitac.



## Research Procedure

After the study's legal approval, the researcher looked for Filipino youths who were foreign-born in a few towns in Laguna: Siniloan, Pangil, Mabitac, Pakil, and Famy. In addition to using social media, the researcher also collected information from friends, parents, relatives, and teachers. The questions are written in English. The parents of the foreign-born Filipino youths and the dean of college teacher education were consulted before the data was collected.

In order to gather pertinent data regarding the cultural changes and social acceptance of Filipino youths who were born abroad, this study suggested a questionnaire, checklist, and interviews.

The respondents' age, sex, country, monthly family income, and number of international travels were all included in Part 1.

Part 2 to ascertain why Filipino teens who were born abroad choose to remain in the Philippines.

Part 3: How much of the respondents' language, values, and beliefs are influenced by Filipino culture.

Part 4 concludes by identifying the unique cultures of the Filipino people and the other nations where the respondents live in terms of social acceptance and cultural adaptations. For parts two through four, the researcher utilized the following rating scale: (5) always, (4) often, (3) sometimes, (2) rarely, and (1) never.

## Research Instrument

This study offers details on typical data collection methods for the research proposals, which included surveys and interviews with Filipino teens who were born abroad to verify their responses.

Four sets of questions will be asked:

- (1) Regarding the respondents' age, sex, nationality, monthly family income, and frequency of overseas travel,
- (2) Filipino teens who were born abroad and their reasons for choosing to reside in the Philippines
- (3) The degree to which the respondents' language, values, and beliefs are influenced by Filipino culture
- (4) Lastly, in terms of social acceptance and cultural adaptations, the unique cultures of the Filipinos and the foreign nations where the respondents live.

The factors and evaluation outlined in this chapter are used to categorize the collected data.

## Data Analysis

The collected data was interpreted and analyzed using the following statistical technique.

Percentage, frequency and rank was used to determine the profile of the foreign-born teenagers in terms of age, sex, nationality, monthly family income and numbers travels abroad.

Mean, verbal interpretation and rank was used for the reasons of the foreign-born Filipino teenagers in staying in the Philippines? Extent of influence of the Filipino culture to the respondents in terms of language, beliefs and values. The distinctive culture of the Filipinos and foreign countries where the respondents reside in terms of cultural adjustments and social acceptance.

Spearman was used to determine the significant relationship between the respondent's profile and their cultural influences? Also, the significant relationship between the cultural adjustments of foreign-born Filipino teenagers and their social acceptance?

## RESULTS AND DISCUSSION

### Personal Profile of the Respondents

The characteristics of teenage Filipinos who were born abroad in a few communities in Laguna's fourth district, include their age, sex, nationality, monthly family income, and frequency of international travel.

There was 60% of the distribution falls between the ages of 13 and 16.

30% of Filipino teenagers who were born abroad are between the ages of 17 and 20, while 10% are between the ages of 21 and 24. In terms of gender, 60% of foreign-born Filipino teenagers are male, while 40% are female. Japanese people made up 30% of the population, followed by Americans (30%), Italians (30%), and Emiratis (10%).

Regarding their monthly family income, 40% make between 30,000 and 40,000 pesos, 30% make between 50,000 pesos and above, 20% make between 10,000 and 30,000 pesos, and 10% make between 20,000 and 30,000 pesos. According to the results, 30% of respondents have traveled overseas 20 times, followed by 20% who have done so twice, 20% who have done so once, 10% who have done so 13 times, 10% who have done so 10 times, and another 10% who has done so 6 times.

Teenagers who migrate have different experiences than adults since they go through both their geographical displacement and the transition to adulthood at the same time. The processes of transculturation and hybridization, as well as the (re)construction of an ethnic/cultural identity, illustrate the complexity and multidimensionality of creating a sense of belonging (Sedmak & Medarić, 2022).

**Table 1. Profile of the participants**

Personal Profile	Frequency	Percentage	Rank
Age			
13 - 16	6	60	1
17 - 20	3	30	2
21 - 24	1	10	3
Grand Total:	10	100	
Sex			
Male	6	60	1
Female	4	40	2
Grand Total:	10	100	
Nationality			
Japanese	3	30	2
American	3	30	2
Italian	3	30	2
Emirati	1	10	4
Grand Total:	10	100	
Monthly Family Income			
10,000 and below	2	20	3
20,000 – 30,000	1	10	4
30,000 – 40,000	4	40	1
50,000 – above	3	30	2
Grand Total:	10	100	
Numbers of Travels Abroad			
20	3	30	1
13	1	10	3
10	1	10	3
6	1	10	3
2	2	20	5.5
1	2	20	5.5
Grand Total:	10	100	

**Filipino teenagers who were born abroad and remain in the Philippines**

The average mean of 4.59 is interpreted to an always. This implies that the foreign-born teenagers were enjoy their staying in the Philippines with lots of experiences and learning.

Studies indicate that adjustment was a social, cultural, interpersonal process and educational background for foreign teenagers. For the majority of them, they made their first experience easier. homestay and language school attendance. Through these three relationships and forms of support, foreign teenagers felt content and part of the community. However, many felt awkward after this initial phase. such as homesickness, particularly during Islamic holidays. They took part in the study identified their social and academic English proficiency as a communication and adjustment hurdle. Thus, they were keen to raise their English proficiency in order to fit in with the community and host culture (Al-Tamimi, 2024).

**Table 2. Participants Staying in the Philippines**

STAYING IN THE COMMUNITY	MEAN	RANK	Verbal Interpretation
Statement 1	4.3	9.5	Always
Statement 2	4.4	7.5	Always
Statement 3	4.8	2.5	Always
Statement 4	4.3	9.5	Always
Statement 5	4.8	2.5	Always
Statement 6	4.6	6	Always
Statement 7	4.8	2.5	Always
Statement 8	4.4	7.5	Always
Statement 9	4.8	2.5	Always
Statement 10	4.7	5	Always
Average:	4.59		Always

**Extend of Influence of the Filipino Culture**

For the languages, implied that an average mean was 3.17 and was interpret as to sometimes. This means that the participants least perception that they don't want to learn the various dialects of the community. In terms of beliefs, it reveals that the average mean for this element is 3.68 with an interpretation of an often. This denotes that all foreign-born teenagers have been often their interest in the Filipino traditional beliefs from an ancient story to modern culture.

Last part was the values, the average mean of 4.18 is interpreted to an often. This implies that the foreign-born teenagers were practicing some of Filipino values when it comes to respect for the elderly.

Five themes emerged from the difficulties people encountered: learning a new language, adapting to a confrontational communication style, adjusting to new work practices, coping with loneliness and homesickness, and adjusting to new gender norms at work and in public (Zakaria and Yusuf, 2023).

**Table 3. Extend of Influence of the Filipino Culture**

LANGUAGE	MEAN	RANK	Verbal Interpretation
Statement 1	2.6	9	Rarely
Statement 2	3.4	7	Sometimes
Statement 3	1.1	10	Never
Statement 4	5	1	Always
Statement 5	4.8	2	Always
Statement 6	4.7	3	Always
Statement 7	4.6	4	Always
Statement 8	4	5	Always
Statement 9	3.6	6	Often
Statement 10	3.3	8	Sometimes
Average:	3.17		Sometimes
BELIEFS	MEAN	RANK	Verbal Interpretation
Statement 1	3.8	6	Often



Statement 2	4	3.5	Often
Statement 3	3.7	7	Often
Statement 4	4.1	2	Often
Statement 5	4.5	1	Always
Statement 6	3.9	5	Often
Statement 7	3.2	8.5	Sometimes
Statement 8	2.4	10	Rarely
Statement 9	3.2	8.5	Sometimes
Statement 10	4	3.5	Often
Average:	3.68		Often
<b>VALUES</b>	<b>MEAN</b>	<b>RANK</b>	<b>Verbal Interpretation</b>
Statement 1	4.9	1.5	Always
Statement 2	4.9	1.5	Always
Statement 3	4.8	3	Always
Statement 4	4.6	4.5	Always
Statement 5	4.6	4.5	Always
Statement 6	2.5	10	Rarely
Statement 7	4.3	7	Always
Statement 8	4.5	6	Always
Statement 9	3.2	9	Sometimes
Statement 10	3.5	8	Often
Average:	4.18		Often

### Distinctive Culture of the Filipinos

In terms of cultural adjudgment, it reveals that the average mean for this element is 4.38 with an interpretation of an always. This denotes that all foreign-born teenagers have been adopted some of Filipino culture in the society.

Last part was the social acceptance, the average mean of 4.74 is interpreted to an always. This implies that the foreign-born teenagers were trying to practice the acceptance of other related things about the lifestyle of the Filipinos.

These outcomes showed that language obstacles, culture shock, depressive, nostalgic, lonely, and homesick episodes were all experienced by foreign teenagers. However, these foreign teenagers continued to have favorable opinions about their social adjustment and expressed satisfaction with the facilities and resources. It was strongly encouraged that academic staff, social workers, and student affairs officers who deal with international teenagers' endeavor to assist them in overcoming any institutional, linguistic, communication, and lifestyle obstacles. It follows that in order to help them adjust to the new way of life in the host nation; international teenagers should make use of a variety of counseling and professional guidance services (Alasmari, 2023).

**Table 4. Distinctive Culture of the Filipinos**

CULTURAL ADJUSTMENTS	MEAN	RANK	Verbal Interpretation
Statement 1	4	8	Often
Statement 2	4.7	4.5	Always
Statement 3	3.5	10	Often
Statement 4	4.8	2.5	Always
Statement 5	4.4	6	Always
Statement 6	4.7	4.5	Always
Statement 7	4	8	Often

Statement 8	4.9	1	Always
Statement 9	4.8	2.5	Always
Statement 10	4	8	Often
Average:	4.38		Always
<b>SOCIAL ACCEPTANCE</b>	<b>MEAN</b>	<b>RANK</b>	<b>Verbal Interpretation</b>
Statement 1	4.6	9	Always
Statement 2	4.9	2.5	Always
Statement 3	4.2	10	Always
Statement 4	4.9	2.5	Always
Statement 5	4.7	7.5	Always
Statement 6	4.9	2.5	Always
Statement 7	4.7	7.5	Always
Statement 8	4.9	2.5	Always
Statement 9	4.8	5.5	Always
Statement 10	4.8	5.5	Always
Average:	4.74		Always

### Relationship between the Respondents Profile and their Culture Influences

The results reveal that the "spearman correlation formula" has been applied by the respondents' profile and cultural influences. It was discovered that there was no significant relationship between language and age. Age and language have computed values of -0.291 and -0.414, respectively, indicating that the two variables are not significant. The relationship between age and beliefs may not be significant, with a computed value of -0.164 and a p-value of 0.652. Regarding the correlation between age and values, a calculated value of 0.090 and a p-value of 0.414 were found. Consequently, the null hypothesis has been accepted.

With a computed value of 0.000 and a p-value of 1.000, the data indicates that there is no significant relationship between sex and language. With a computed value of 0.000 and a p-value of 1.000, sex and beliefs are not significant. Regarding the correlation between sex and values, a computed value of -0.108 and a p-value of 0.767 were found. Consequently, the null hypothesis has been accepted.

The estimated value of -0.210 and p-value of 0.561 indicate that there can be not a significant relationship between nationality and language. With a computed value of -0.210 and a p-value of 0.561, nationality and beliefs are not significant. Regarding the correlation between nationality and values, a computed value of -0.444 and a p-value of 0.903 were found. Consequently, the null hypothesis has been accepted.

Language and monthly family income show that the connection does not appear to be very important. The variables' computed values were -0.83 and 0.613, respectively. With a computed value of -0.183 and a p-value of 0.613, the association between monthly family income and beliefs was likewise not significant. Additionally, it shows no significant relationship between values and monthly family income, with a computed value of -0.138 and a p-value of 0.704. Consequently, the null hypothesis has been accepted.

With a computed value of 0.408 and a p-value of 0.242, it shows not a significant relationship between the number of foreign travels and language. The computed values for the number of foreign travels and beliefs were 0.408 and 0.242, respectively, indicating that there is no significant relationship between them. Additionally, a computed value of -0.277 and a p-value of 0.438 were obtained for the association between the number of foreign travels and values. The result has not been significant.

Foreign teenagers showed symptoms of anxiety and exhibited symptoms of depression. The teenager's well-being was acceptable. Regression analysis was used to examine the impact of social support, English reading proficiency, sociocultural adjustment, and the topic of study on mental health and wellbeing. Additionally, study field and English reading proficiency were no significant relationship, although sociocultural adjustment and social support were greater predictors than gender (Razgulin et al., 2023).

**Table 5. Relationship between the Profile of the participants and Cultural Influences**

	Variable	Test of Relationship	Computed	P-value	Decision	Verbal Interpretation
Age vs.	Language	Spearman	-0.291	0.414	Accept Ho	Not Significant
	Beliefs	Spearman	-0.164	0.652	Accept Ho	Not Significant
	Values	Spearman	0.090	0.806	Accept Ho	Not Significant
Sex vs.	Language	Spearman	0.000	1.000	Accept Ho	Not Significant
	Beliefs	Spearman	0.000	1.000	Accept Ho	Not Significant
	Values	Spearman	-0.108	0.767	Accept Ho	Not Significant
Nationality vs.	Language	Spearman	-0.210	0.561	Accept Ho	Not Significant
	Beliefs	Spearman	-0.210	0.561	Accept Ho	Not Significant
	Values	Spearman	-0.044	0.903	Accept Ho	Not Significant
Monthly Family Income vs.	Language	Spearman	-0.183	0.613	Accept Ho	Not Significant
	Beliefs	Spearman	-0.183	0.613	Accept Ho	Not Significant
	Values	Spearman	-0.138	0.704	Accept Ho	Not Significant
Number Travels Abroad vs.	Language	Spearman	0.408	0.242	Accept Ho	Not Significant
	Beliefs	Spearman	0.408	0.242	Accept Ho	Not Significant
	Values	Spearman	-0.277	0.438	Accept Ho	Not Significant

**Relationship between the Cultural Adjustment and their Social Acceptance**

Every variable in the foreign Filipino teenagers' cultural adjustment and all variables in their social acceptance. Language and cultural adjustment yielded a computed value of -0.215 and a p-value of 0.550, indicating no significant relationship, however language and social acceptance got a computed value of 0.085 and a p-value of 0.816.

The estimated value of -0.215 and the p-value of 0.550 indicate that there is no significant relationship between beliefs and cultural adaptability. In contrast, the calculated values for beliefs and social acceptance are 0.085 and 0.816, respectively.

The computed value of 0.594 and the p-value of 0.070 indicate that there's no significant relationship between values and cultural adaptability. In contrast, the values and social acceptance received a p-value of 0.502 and a computed value of 0.241. As a result, the null hypothesis was approved.

In contrast to international teenagers travel across boundaries in search of chances for cross-cultural education and development. However, difficulties with adaption as well as linguistic and cultural obstacles frequently impede their success. Although everything that's now in issue emphasizes the significance of language in cultural adjustment, little has been discovered about the precise circumstances in which language promotes this process. Other research shows how environmental, societal, and human factors interact to promote successful adjustment. Notably, among these elements, communication with co-ethnics, English proficiency, and a perceived inclusive environment surfaced as prerequisites for adjustment. Additionally, three fundamentally different types of culturally successful teenagers' cultural integrators, enclaves, and separators are identified, offering a comprehensive understanding of various adjustment pathways (Wilczewski et al., 2025).

**Table 6. Relationship between the Cultural Adjustments and their Social Acceptance**

	Variable	Test of Relationship	Computed	P-value	Decision	Verbal Interpretation
Language vs.	Cultural Adjustment	Spearman	-0.215	0.550	Accept Ho	Not Significant
	Social Acceptance	Spearman	0.085	0.816	Accept Ho	Not Significant
Beliefs vs.	Cultural Adjustment	Spearman	-0.215	0.550	Accept Ho	Not Significant
	Social Acceptance	Spearman	0.085	0.816	Accept Ho	Not Significant
	Cultural Adjustment	Spearman	0.594	0.070	Accept Ho	Not Significant



Values vs.	Social Acceptance	Spearman	0.241	0.502	Accept Ho	Not Significant
------------	-------------------	----------	-------	-------	-----------	-----------------

**Documentary**

The researcher interviewed ten foreign-born Filipino youths who were born abroad about their social acceptance and cultural adjustment.

The following question had been asked by ten participants:

First. Why do you reside in a community like this? Why?

Two. Who made the decision that you would live here? Why?

Third. How do your family adapt to Filipino culture?

Four. What aspects of Filipino culture do you find challenging? Why?

Fifth. What is your nationality, if you had to choose? Why?

The participant's responses were as follows:

Participant no. 1 stays in the Philippines due to the presence of relatives from her mother's side. Although they are citizens of Japan, the government let them to remain here as long as they returned to Japan within three years or less. After that, they stayed in Japan for five years, and so on. Since they were young, they have been going back and forth. They are therefore well-versed in Filipino traditions and customs and are, for the most part, appropriately adjusted. The respondent and her siblings are all studying in the Philippines. For work-related reasons, she would still like to be Japanese if she had to select her nationality. In addition to his parents' choice, Participant no. 2 lives in the Philippines due to the support of his grandparents. Because of their sincere interest in the Tagalog language, they were able to pick up and adapt to Filipino society with ease. He is also curious about the differences between Filipino and Japanese culture. Despite his mother's opposition, he desired to become a citizen of the Philippines. Participant no. 3 Her mother made the decision to move to the Philippines when her Japanese father passed away. The stark cultural differences between Filipino and Japanese made it extremely difficult for her to adapt; she felt alienated and had a hard time making friends at school and in the community. However, she gradually made friends with her classmates and neighbors. She found it difficult to converse in Tagalog, which made learning about Filipino culture much more challenging. They still wish to be Japanese citizens and travel to Japan once a year to stay in touch with her Japanese relatives. All of their relatives are in the Philippines; participant no. 4 mother made the decision to go here. They are particularly drawn to Filipinos because of their strong familial ties; the respondent talks of family reunions and summer vacations, which are absent from American culture. He acknowledged that it was tough for him to adopt Filipino values like respect and care, but it wasn't difficult for them to adjust to Filipino culture because they had been traveling the neighborhood when they were younger. The respondent desired to become a citizen of the Philippines and settle here permanently. Due to his parents' divorce, participants no. 5 now resides in the Philippines. For unknown circumstances, his Filipino father has custody of him. The reply began residing in the Philippines when he was between five and eight years old, and he has never ever visited America. He has no trouble adjusting to Filipino culture; in fact, he adores it, especially the Filipinos' passion of basketball and friendship. After spending roughly ten years in America, participant no. 6 made the decision to relocate to the Philippines in order to pursue their studies. She enjoys festivals and other holidays, such as Christmas. Because her relatives lived with them, she had no trouble adjusting. She adapted after learning about Filipino culture from her friends and cousins. She flew back to the United States after deciding to become an American citizen. Participant no. 7 was born in Italy, but her mother returned for reasons they won't discuss. Before her late primary school years, she knew nothing about her Italian father. She is actually applying her mother's family name. Even though she traveled to Italy when she was around eleven years old, she hasn't yet met his biological father. She had little trouble learning Tagalog and Filipino culture thanks to her cousins. She would rather be Filipino than Italian. Participant no. 8 has been the Philippines because his parents are already at ease here, they like doing anything they want to do, and they wanted them to learn about the Filipino culture that their ancestors cherished. His parents have been traveling back and forth in Italy, but they have always been reminded to remember Filipino culture wherever they go. They desire to become citizens of the Philippines and are proud to be Filipino. Participant no. 9 has indicated that they are willing

to remain in the Philippines permanently while they are studying here. Even yet, he still finds it difficult to adapt to a new culture. They have been traveling back and forth in Italy, yet he is at ease with Filipino personalities and character traits and has a strong desire to be Filipino. Participant no. 10 was a Filipino who was born in the United Arab Emirates. His American mother works overseas, but his Filipino father chose to live in the Philippines. He had been schooled about Filipino culture since he was a little child and wanted to become a Filipino citizen, so it wasn't difficult for him to adapt. He and his family are enjoying a comfortable life in the Philippines.

According to Morling and Miyamoto (2001), cited in Cultural Practices Emphasize Influence in the United States and Adjustment in Japan, people can both influence and adapt to their environment, but the United States and Japan are thought to place different emphasis on these processes. Stronger sensations of relatedness were produced by Japanese-made adjustment scenarios, whereas stronger feelings of efficacy were produced by American-made influence scenarios. Americans rated more efficacy than Japanese, especially when responding to influence situations. Japanese individuals felt more connected to one another than Americans did, especially when responding to circumstances that called for adaptation. Surprisingly, U.S. influence situations also fostered a sense of camaraderie because they involved influencing others.

Academic adaptation and friendships in the host nation were found to be significantly positively connected with both psychological and social adaptation. Co-national connections were significantly less favorably correlated with psychological adaptability than other types of national friendships. Friendship with the host country significantly lessened the effects of academic adaptation on psychological and sociocultural adaptation (Sheng et al., 2022).

The process by which foreign-born teenagers adjust their worldview to conform or integrate with the mainstream culture can be defined as acculturation which they come upon. They pointed out that the process of acculturation was intricate, dynamic, and multifaceted. While some foreign teenagers encounter acculturative difficulties, others effectively adapt and become culturally competent (Smith and Khawaja, 2011).

### **Ethical Considerations**

The Filipino youths who were born abroad willingly took part in the research based on their availability. In pursuant to Republic Act 10173, also known as the Data Privacy Act of 2012, all participant personal information was gathered with confidentiality to protect personal information, and results were presented without disclosing any personal information. The information gathered was used to calculate the number of participants for the case study on the social acceptance and cultural adjustment of Filipino teenagers who were born abroad. For this work, the authors have disclosed no conflicts of interest.

### **CONCLUSIONS**

There is no significant relationship between the respondent's profile and their cultural influences across all factors.

The profile of the respondents and their cultural influences are not significantly relationship, according to the findings.

There is no significant relationship between the social acceptance of foreign-born Filipino teens and their cultural adjustments.

### **ACKNOWLEDGMENT**

Many thanks to all the Filipino teenagers who were born abroad and actively participated in this research.

### **REFERENCES**

1. Aktan, O. (2022). Attitudes, social acceptance, and rejection towards refugee students: The case of Düzce Province, Turkey.
2. Alasmari, A. A. (2023). Challenges and social adaptation of international students in Saudi Arabia. *Heliyon*, 9(5).
3. Almeida, F. (2018). Strategies to perform a mixed methods study. *European Journal of Education Studies*.



4. Al-Tamimi, M. (2024). Sociocultural and academic adjustment experiences of Omani international students at a New Zealand university (Doctoral dissertation, The University of Waikato).
5. Bhardwaj, P. (2019). Types of sampling in research. *Journal of the practice of cardiovascular sciences*, 5(3), 157-163.
6. Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., ... & Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of research in Nursing*, 25(8), 652-661.
7. Harrison, J. K., & Brower, H. H. (2011). The impact of cultural intelligence and psychological hardiness on homesickness among study abroad students. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 21, 41-62.
8. Heale, R., & Twycross, A. (2018). What is a case study?. *Evidence-based nursing*, 21(1), 7-8.
9. Hong, K. T., Ng, S. I., & San Lai, P. (2021). INTERNATIONAL STUDENTS' CROSS-CULTURAL ADJUSTMENT: DETERMINING PREDICTORS OF CULTURAL INTELLIGENCE. *Indonesian Journal of Social Research (IJSR)*, 3(1), 27-47.
10. Interiano-Shiverdecker, C. G., Prasath, P. R., & Eren, R. N. A. (2022). Foreign-born counselor educators: Strengths, challenges, and areas of support. *International Journal for the Advancement of Counselling*, 44(1), 126-144.
11. Jelisivac, D. (2024). Social Acceptance of Vulnerable Groups of Students in the Peer Group. *INTERNATIONAL JOURNAL*, 12(10), 741-747.
12. Jung, T., (2011). North Korean defectors: Their cultural adjustment to college life in South Korea. Department of Psychology, Chung-Ang University, South Korea.
13. McLeod, S. (2011). Albert Bandura's social learning theory. *Simply Psychology*. London, 694, 695.
14. Morling, B., and Miyamoto, S. K. Y., (2001). Cultural Practices Emphasize Influence in the United States and Adjustment in Japan. *Kyoto University and Muhlenberg College*. United States of America and Japan.
15. Morrell, D., Ravlin, L., Ramsey, J. R., Ward, A. K. (2013). Past Experience, Cultural Intelligence, and Satisfaction with International Business Studies. *Journal of Teaching in International Business*. 24 (1).
16. Nungay, I. D., Gabuat, M. R., Mortell, G. P., Hernandez, R. S., Salgado, S. B., & Malasmas, M. R. BRIDGING LINGUISTIC AND CULTURAL GAPS: EXAMINING LANGUAGE PROFICIENCY AND ADJUSTMENT CHALLENGES AMONG FOREIGN STUDENTS.
17. Razgulin, J., Argustaitė-Zailskienė, G., & Šmigelskas, K. (2023). The role of social support and sociocultural adjustment for international students' mental health. *Scientific reports*, 13(1), 893.
18. Robins G. (2015). *Doing social network research: Network-based research design for social scientists*. SAGE.
19. Redondo, P. V. T. (2016). Purposive sampling in the analysis of count data. *Philipp Stat*, 65, 41-52.
20. Rumjaun, A., & Narod, F. (2025). Social learning theory—albert bandura. In *Science education in theory and practice: An introductory guide to learning theory* (pp. 65-82). Cham: Springer Nature Switzerland.
21. Sedmak, M., & Medarić, Z. (2022). Anchoring, feelings of belonging, and the complex identities of migrant teenagers in Slovenia. *Studies in ethnicity and nationalism*, 22(2), 99-116.
22. Sheng, L., Dai, J., & Lei, J. (2022). The impacts of academic adaptation on psychological and sociocultural adaptation among international students in China: The moderating role of friendship. *International Journal of Intercultural Relations*, 89, 79-89.
23. Smith, R. A. & Khawaja, N. G. (2011). A review of the acculturation experiences of international students. *International Journal of Intercultural Relations*, 35, 699–713.
24. Thomas, F. B. (2022). The role of purposive sampling technique as a tool for informal choices in a social Sciences in research methods. *Just Agriculture*, 2(5), 1-8.
25. Vega, V., (2006). "Social Dimensions of Education" (Revised edition) *The Four Pillars of Education*. Quezon City, Metro Manila, Philippines. Lorimar Publishing, Inc.
26. Wilczewski, M., Wilczewska, E., & Bilokon, I. (2025). Paths to Cultural Adjustment: A Configurational Analysis of International Students Experiences. In *Academy of Management Proceedings* (Vol. 2025, No. 1, p. 20303). Valhalla, NY 10595: Academy of Management.
27. Zakaria, N., & Yusuf, B. N. M. (2023). Sacrifices from relocation to a foreign land: Multifaceted challenges experienced by self-initiated expatriate female nurses during cross-cultural adjustment. *Current psychology*, 42(13), 11303-11319.